



Cambridge International AS & A Level

BUSINESS

9609/21

Paper 2 Data Response

October/November 2022

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **20** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require n reasons (e.g. State two reasons ...).
- d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

PREPARATION FOR MARKING

- 1 Make sure that you have completed the relevant training and have access to the *RM Assessor Guide*.
- 2 Make sure that you have read and understand the question paper, which you can download from <https://support.rm.com/ca>
- 3 Log in to RM Assessor then mark and submit the required number of practice and standardisation scripts. You will need to mark the standardisation scripts to the required accuracy in order to be approved for marking live scripts. You may be asked to re-mark them, or to mark a second sample, if you do not meet the required accuracy on your first attempt.

MARKING PROCESS

- 1 Mark strictly to the FINAL mark scheme, applying the criteria consistently and the general marking principles outlined on the previous page.
- 2 If you are in doubt about applying the mark scheme, consult your Team Leader.
- 3 Mark at a steady rate through the marking period. Do not rush, and do not leave too much until the end. If you anticipate a problem in meeting the deadline, contact your Team Leader immediately and the Examiners' Helpdesk.
- 4 Examiners will prepare a brief report on the performance of candidates to send to their Team Leader via email by the end of the marking period. The Examiner should note strengths seen in answers and common errors or weaknesses. Constructive comments on the question paper, mark scheme or procedures are also appreciated.

MARKING SPECIFICS**Crossed out work**

- 1 **All of a candidate's answers, *crossed out or not, optional or not, must be marked.***
- 2 The only response not to be marked is one that has been crossed out and replaced by another response for that exact same question.
- 3 Consequently, if a candidate has crossed out their response to an optional question and gone on to answer a different optional question then both attempts must be marked. The higher mark will be awarded by the system according to the rubric.

0 (zero) marks or NR (no response)

- 1 Award **NR** if there is nothing at all written in answer to that question (often the case for optional questions).
- 2 Award **NR** if there is a comment which is not an attempt at the question (e.g. 'can't do it' or 'don't know' etc.)
- 3 Award **NR** if there is a symbol which is not an attempt at the question, such as a dash or question mark.
- 4 Award **0** (zero) if there is any attempt at the question which does not score marks. This includes copying the question onto an Answer Booklet.

Annotation

- 1 Every question must have at least one annotation e.g. <NAQ> if it is an NR and <X> or <seen> if 0 marks are awarded.
- 2 Every page of a script must have at least one annotation e.g. <BP> for a blank page.

Question	Answer	Marks																										
1(a)(i)	<p data-bbox="304 248 1082 282">Define the term ‘Computer Aided Design (CAD)’ (line 4).</p> <table border="1" data-bbox="304 315 1289 577"> <thead> <tr> <th data-bbox="304 315 1174 378">Knowledge</th> <th data-bbox="1174 315 1289 378">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 378 1174 443">A correct definition</td> <td data-bbox="1174 378 1289 443">2</td> </tr> <tr> <td data-bbox="304 443 1174 508">A partial, vague or unfocused definition</td> <td data-bbox="1174 443 1289 508">1</td> </tr> <tr> <td data-bbox="304 508 1174 573">No credible content</td> <td data-bbox="1174 508 1289 573">0</td> </tr> </tbody> </table> <p data-bbox="304 611 903 645">A correct definition should cover the following:</p> <ul data-bbox="304 647 1082 714" style="list-style-type: none"> <li data-bbox="304 647 1082 680">• The use of technology/software/computer programmes <li data-bbox="304 683 1082 714">• To improve the design process/create 2D or 3D models <table border="1" data-bbox="304 748 1289 1341"> <thead> <tr> <th data-bbox="304 748 740 813">Exemplar</th> <th data-bbox="740 748 1174 813">Rationale</th> <th data-bbox="1174 748 1289 813">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 813 740 945">The use of technology makes designing a product more flexible</td> <td data-bbox="740 813 1174 945">Both elements covered</td> <td data-bbox="1174 813 1289 945">2</td> </tr> <tr> <td data-bbox="304 945 740 1043">Using technology to speed up the design process</td> <td data-bbox="740 945 1174 1043">Both elements covered</td> <td data-bbox="1174 945 1289 1043">2</td> </tr> <tr> <td data-bbox="304 1043 740 1142">Using technology to design a product</td> <td data-bbox="740 1043 1174 1142">An understanding of computer aided (no expansion)</td> <td data-bbox="1174 1043 1289 1142">1</td> </tr> <tr> <td data-bbox="304 1142 740 1240">Using computers to speed up the design process</td> <td data-bbox="740 1142 1174 1240">Only one element of the flow identified</td> <td data-bbox="1174 1142 1289 1240">1</td> </tr> <tr> <td data-bbox="304 1240 740 1341">Using computers to design a product</td> <td data-bbox="740 1240 1174 1341">A generic answer</td> <td data-bbox="1174 1240 1289 1341">0</td> </tr> </tbody> </table>	Knowledge	Marks	A correct definition	2	A partial, vague or unfocused definition	1	No credible content	0	Exemplar	Rationale	Marks	The use of technology makes designing a product more flexible	Both elements covered	2	Using technology to speed up the design process	Both elements covered	2	Using technology to design a product	An understanding of computer aided (no expansion)	1	Using computers to speed up the design process	Only one element of the flow identified	1	Using computers to design a product	A generic answer	0	2
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1(a)(ii)	<p data-bbox="304 248 927 282">Explain the term ‘primary research’ (line 15).</p> <p data-bbox="304 315 898 349">Award one mark for each point of explanation</p> <table border="1" data-bbox="304 383 1289 808"> <thead> <tr> <th data-bbox="304 383 408 443">Point</th> <th data-bbox="408 383 1174 443">Explanation</th> <th data-bbox="1174 383 1289 443">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 443 408 577">C</td> <td data-bbox="408 443 1174 577">Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.</td> <td data-bbox="1174 443 1289 577">1</td> </tr> <tr> <td data-bbox="304 577 408 678">B</td> <td data-bbox="408 577 1174 678">Carried out to produce information directly related to the business.</td> <td data-bbox="1174 577 1289 678">1</td> </tr> <tr> <td data-bbox="304 678 408 808">A</td> <td data-bbox="408 678 1174 808">Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).</td> <td data-bbox="1174 678 1289 808">1</td> </tr> </tbody> </table> <p data-bbox="304 846 416 880">Content</p> <p data-bbox="304 880 1286 1014">Primary research is research conducted by the business itself (or commissions it to be done). It involves going directly to a source – usually customers and prospective customers in a target market – to ask questions and gather information.</p> <table border="1" data-bbox="304 1048 1289 1608"> <thead> <tr> <th data-bbox="304 1048 922 1108">Exemplar</th> <th data-bbox="922 1048 1174 1108">Rationale</th> <th data-bbox="1174 1048 1289 1108">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1108 922 1279">It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data</td> <td data-bbox="922 1108 1174 1279">All three elements</td> <td data-bbox="1174 1108 1289 1279">3</td> </tr> <tr> <td data-bbox="304 1279 922 1413">Carried out to gather new information, first hand, about customer tastes using questionnaires</td> <td data-bbox="922 1279 1174 1413">All three elements</td> <td data-bbox="1174 1279 1289 1413">3</td> </tr> <tr> <td data-bbox="304 1413 922 1473">Provides first hand data about market trends</td> <td data-bbox="922 1413 1174 1473">A and B</td> <td data-bbox="1174 1413 1289 1473">2</td> </tr> <tr> <td data-bbox="304 1473 922 1534">Produces information for the business</td> <td data-bbox="922 1473 1174 1534">B only</td> <td data-bbox="1174 1473 1289 1534">1</td> </tr> <tr> <td data-bbox="304 1534 922 1608">Researching the market</td> <td data-bbox="922 1534 1174 1608">NAQ</td> <td data-bbox="1174 1534 1289 1608">0</td> </tr> </tbody> </table>	Point	Explanation	Marks	C	Example or some other way of showing good understanding – e.g., questionnaires, focus groups, test marketing etc. Contrasts with secondary.	1	B	Carried out to produce information directly related to the business.	1	A	Gathering new / first hand data / field research about markets (size, trends, competitors, customers, likely sales etc.).	1	Exemplar	Rationale	Marks	It means a business can get new information about likely sales relevant to the business, unlike secondary research which is second hand data	All three elements	3	Carried out to gather new information, first hand, about customer tastes using questionnaires	All three elements	3	Provides first hand data about market trends	A and B	2	Produces information for the business	B only	1	Researching the market	NAQ	0	3
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1(b)(i)	<p data-bbox="304 248 1257 315">Refer to Table 1.1. Calculate the total percentage of consumers who stated that ‘ease of use’ is either important or quite important.</p> <table border="1" data-bbox="304 349 1289 674"> <thead> <tr> <th data-bbox="304 349 1177 412">Rationale</th> <th data-bbox="1177 349 1289 412">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 412 1177 474">Correct answer (with or without working and/or %)</td> <td data-bbox="1177 412 1289 474">3</td> </tr> <tr> <td data-bbox="304 474 1177 537">Correct answer for important only or quite important only</td> <td data-bbox="1177 474 1289 537">2</td> </tr> <tr> <td data-bbox="304 537 1177 600">Correct formula/identifies correct figures (ie 20 and 30)</td> <td data-bbox="1177 537 1289 600">1</td> </tr> <tr> <td data-bbox="304 600 1177 663">No credible content</td> <td data-bbox="1177 600 1289 663">0</td> </tr> </tbody> </table> <p data-bbox="304 707 1085 741">Number stated ease of use important + quite important = 20</p> <p data-bbox="304 775 1054 853"> $\frac{\text{Number think ease of use important + unimportant}}{\text{Total respondents}} \times 100$ </p> <p data-bbox="304 864 427 965"> $= \frac{20}{30} \times 100$ </p> <p data-bbox="304 999 1181 1032">= 66.67% (Or 66.6 or 66.7 or 67) Note: % not required for full marks</p> <p data-bbox="304 1066 1270 1133">Note: full marks if two correct answers for each of ‘important’ (60%), ‘quite important’ (6.67% (Or 6.6 or 6.7 or 7))</p> <p data-bbox="304 1167 544 1200">Common answers</p> <table border="1" data-bbox="304 1200 1270 1760"> <thead> <tr> <th data-bbox="304 1200 592 1263">Answer</th> <th data-bbox="592 1200 708 1263">Mark</th> <th data-bbox="708 1200 1270 1263">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1263 592 1326">66.67%</td> <td data-bbox="592 1263 708 1326">3</td> <td data-bbox="708 1263 1270 1326">Correct answer</td> </tr> <tr> <td data-bbox="304 1326 592 1388">67</td> <td data-bbox="592 1326 708 1388">3</td> <td data-bbox="708 1326 1270 1388">Correct answer without the %</td> </tr> <tr> <td data-bbox="304 1388 592 1451">60%</td> <td data-bbox="592 1388 708 1451">2</td> <td data-bbox="708 1388 1270 1451">Important only</td> </tr> <tr> <td data-bbox="304 1451 592 1514">6.67%</td> <td data-bbox="592 1451 708 1514">2</td> <td data-bbox="708 1451 1270 1514">Quite important’ only</td> </tr> <tr> <td data-bbox="304 1514 592 1626">Unimportant/total respondents $\times 100$</td> <td data-bbox="592 1514 708 1626">1</td> <td data-bbox="708 1514 1270 1626">Formula only</td> </tr> <tr> <td data-bbox="304 1626 592 1688">20/30</td> <td data-bbox="592 1626 708 1688">1</td> <td data-bbox="708 1626 1270 1688">Correct figures identified</td> </tr> <tr> <td data-bbox="304 1688 592 1760">20/150 $\times 100$</td> <td data-bbox="592 1688 708 1760">1</td> <td data-bbox="708 1688 1270 1760">Wrong denominator but formula implied</td> </tr> </tbody> </table>	Rationale	Mark	Correct answer (with or without working and/or %)	3	Correct answer for important only or quite important only	2	Correct formula/identifies correct figures (ie 20 and 30)	1	No credible content	0	Answer	Mark	Rationale	66.67%	3	Correct answer	67	3	Correct answer without the %	60%	2	Important only	6.67%	2	Quite important’ only	Unimportant/total respondents $\times 100$	1	Formula only	20/30	1	Correct figures identified	20/150 $\times 100$	1	Wrong denominator but formula implied	3
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Question	Answer						Marks	
1(c)	Analyse <u>two</u> factors that could influence the leadership style used as DD moves into the production of Robodz.						8	
	Level	Knowledge and Application (4 marks)	Marks		Analysis (4 marks)	Marks		
	2b	Shows knowledge of two factors influencing leadership style <i>in context</i>	4	APP + APP	Developed analysis of two factors influencing leadership style <i>in context</i>	4		DEV + DEV
	2a	Shows knowledge of one factor influencing leadership style <i>in context</i>	3	APP	Developed analysis of one factor influencing leadership style <i>in context</i>	3		DEV
	1b	Shows knowledge of two factors influencing leadership style	2	K + K	Limited analysis of two factors influencing leadership style	2		AN + AN
	1a	Shows knowledge of one factor influencing leadership style	1	K	Limited analysis of one factor influencing leadership style	1		AN
	0	No creditable content						
<p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Depends on skills required • Organisation • Situation • Individual leader/preference of the leader • The team • Environment <p>AO2 Application</p> <ul style="list-style-type: none"> • Current style laissez faire • Highly skilled workforce • Already very motivated • Greater cooperation between departments required • Less opportunity for individual design • More automation 								

Question	Answer	Marks
1(c)	<p>AO3 Analysis</p> <ul style="list-style-type: none">• New situation requires new skill. Less scope for individuality. Therefore, more direction/control needed?• Currently laissez faire. OK since workforce is highly skilled and motivated <i>and will lead to better motivation</i>• Greater integration of different areas required (drones/photography) which means that needs more direct control• To ensure smooth workflow between departments.• Some kind of democratic management would suit skills/attitude of work force but there needs to be strong guidance/coordination <p>ARA</p>	

Question	Answer					Marks
1(d)	Recommend a suitable marketing mix for the Robodz. Justify your recommendation.					11
Knowledge and Application (4 marks)	Marks	Annotation	Analysis and Evaluation (7 marks)	Marks	Annotation	
			Justified judgement(s) that follows on from a discussion based on an integrated marketing mix for DD	7	EVAL + EVAL +	
			Recommendation(s) that follows on from a balanced argument relevant to DD	6	EVAL + EVAL	
			A simple recommendation based on a balanced argument relevant to DD	5	EVAL	
Shows knowledge of two elements of the marketing mix <i>in context</i>	4	APP + APP	A balanced argument based on analysis of more than one element of the marketing mix with context	4	DEV + DEV	
Shows knowledge of one element of the marketing mix <i>in context</i>	3	APP	Argument based on analysis of one element of the marketing mix with context	3	DEV	
Shows knowledge of two elements of the marketing mix	2	K + K	Limited analysis of two elements of the marketing mix	2	AN + AN	
Shows knowledge of one element of the marketing mix	1	K	Limited analysis of one element of the marketing mix	1	AN	
No creditable content				0		

Question	Answer	Marks
1(d)	<p>Note: marketing mix could be 4Ps or 4Cs</p> <p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <p>4Ps</p> <ul style="list-style-type: none"> • Price • Product • Place • Promotion <p>4Cs</p> <ul style="list-style-type: none"> • Consumer wants • Cost • Convenience • Communication <p>AO2 Application</p> <ul style="list-style-type: none"> • Niche market? Used for sport events and area photography, mainly in the 30–45 year age group • Competition? Few competitors in a growing market. • Performance and ease of use more important than price – price skimming? • Innovative product, innovative price? • Internet or shop sales. Direct selling? Special events e.g. at sport venues. • Promotion issues e.g. Media - specialist sport or photography magazines. • Target market? Sport enthusiasts in 30–45 year age group. Property owners trying to sell (aerial photography). • Reference to Table 1.1/answer to 1(b)(i) <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Pricing strategy to maximise revenue e.g. price skimming at launch of a new product • Promotion needs to be cost effective • Consider target markets • Niche markets so need to consider distribution so convenient to the customer • New product so important to communicate features clearly • Product should be suitable for customer wants/needs • Quality important in a product like this – must be reliable <p>AO4 Evaluation</p> <p>Evaluation will come from justified recommendations on two or more elements of the marketing mix applied to the product</p>	

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2(a)(i)	<p data-bbox="304 241 943 282">Define the term ‘corporate objectives’ (line 3).</p> <table border="1" data-bbox="304 315 1321 645"> <thead> <tr> <th data-bbox="304 315 1209 378">Knowledge</th> <th data-bbox="1209 315 1321 378">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 378 1209 512">Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART</td> <td data-bbox="1209 378 1321 512">2</td> </tr> <tr> <td data-bbox="304 512 1209 575">Reference to goals/aims/targets</td> <td data-bbox="1209 512 1321 575">1</td> </tr> <tr> <td data-bbox="304 575 1209 645">No credible content</td> <td data-bbox="1209 575 1321 645">0</td> </tr> </tbody> </table> <p data-bbox="304 678 887 712">A correct definition could cover the following:</p> <ul data-bbox="304 712 887 781" style="list-style-type: none"> <li data-bbox="304 712 887 745">• The (long term) goals of a company <li data-bbox="304 745 887 781">• Give focus and direction to the business. <table border="1" data-bbox="304 815 1321 1305"> <thead> <tr> <th data-bbox="304 815 756 878">Exemplar</th> <th data-bbox="756 815 1209 878">Rationale</th> <th data-bbox="1209 815 1321 878">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 878 756 981">The long-term goals of a company</td> <td data-bbox="756 878 1209 981">Two elements covered</td> <td data-bbox="1209 878 1321 981">2</td> </tr> <tr> <td data-bbox="304 981 756 1084">Goals of a company giving direction to employees</td> <td data-bbox="756 981 1209 1084">Two elements covered</td> <td data-bbox="1209 981 1321 1084">2</td> </tr> <tr> <td data-bbox="304 1084 756 1146">Gives focus to a business</td> <td data-bbox="756 1084 1209 1146">A simple statement</td> <td data-bbox="1209 1084 1321 1146">1</td> </tr> <tr> <td data-bbox="304 1146 756 1209">Company goals</td> <td data-bbox="756 1146 1209 1209">An understanding but too vague</td> <td data-bbox="1209 1146 1321 1209">1</td> </tr> <tr> <td data-bbox="304 1209 756 1305">Aims</td> <td data-bbox="756 1209 1209 1305">Vague but alternative for objectives</td> <td data-bbox="1209 1209 1321 1305">1</td> </tr> </tbody> </table>	Knowledge	Marks	Reference to long term goals/over a period of time or focus/direction or helps form strategic business plan / should be SMART	2	Reference to goals/aims/targets	1	No credible content	0	Exemplar	Rationale	Marks	The long-term goals of a company	Two elements covered	2	Goals of a company giving direction to employees	Two elements covered	2	Gives focus to a business	A simple statement	1	Company goals	An understanding but too vague	1	Aims	Vague but alternative for objectives	1	2
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2(a)(ii)	<p data-bbox="304 248 884 282">Explain the term ‘internal growth’ (line 3).</p> <p data-bbox="304 315 898 349">Award one mark for each point of explanation</p> <table border="1" data-bbox="304 383 1321 741"> <thead> <tr> <th data-bbox="304 383 411 443">Point</th> <th data-bbox="411 383 1209 443">Knowledge</th> <th data-bbox="1209 383 1321 443">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 443 411 611">C</td> <td data-bbox="411 443 1209 611">Example or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)</td> <td data-bbox="1209 443 1321 611">1</td> </tr> <tr> <td data-bbox="304 611 411 674">B</td> <td data-bbox="411 611 1209 674">From within – organic</td> <td data-bbox="1209 611 1321 674">1</td> </tr> <tr> <td data-bbox="304 674 411 741">A</td> <td data-bbox="411 674 1209 741">Expansion of a firm/business.</td> <td data-bbox="1209 674 1321 741">1</td> </tr> </tbody> </table> <p data-bbox="304 779 427 813">Content:</p> <p data-bbox="304 813 1289 880">Internal/organic growth is when a business uses its own funds to reinvest in itself and increase the capital.</p> <table border="1" data-bbox="304 913 1321 1933"> <thead> <tr> <th data-bbox="304 913 754 974">Exemplar</th> <th data-bbox="754 913 1209 974">Rationale</th> <th data-bbox="1209 913 1321 974">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 974 754 1144">Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)</td> <td data-bbox="754 974 1209 1144">All three elements</td> <td data-bbox="1209 974 1321 1144">3</td> </tr> <tr> <td data-bbox="304 1144 754 1314">Expansion of a business, from within, which can be slow when compared with external growth through a merger</td> <td data-bbox="754 1144 1209 1314">All three elements</td> <td data-bbox="1209 1144 1321 1314">3</td> </tr> <tr> <td data-bbox="304 1314 754 1485">Expansion of a business, from within, which requires investment to open new branches</td> <td data-bbox="754 1314 1209 1485">All three elements</td> <td data-bbox="1209 1314 1321 1485">3</td> </tr> <tr> <td data-bbox="304 1485 754 1608">Expansion of a business, from within, which can take a long time and requires investment</td> <td data-bbox="754 1485 1209 1608">A and B</td> <td data-bbox="1209 1485 1321 1608">2</td> </tr> <tr> <td data-bbox="304 1608 754 1671">Slow growth of a business.</td> <td data-bbox="754 1608 1209 1671">B only</td> <td data-bbox="1209 1608 1321 1671">1</td> </tr> <tr> <td data-bbox="304 1671 754 1771">Expansion of a business</td> <td data-bbox="754 1671 1209 1771">Identified key themes only, no real understanding</td> <td data-bbox="1209 1671 1321 1771">1</td> </tr> <tr> <td data-bbox="304 1771 754 1933">Increase market share/employees</td> <td data-bbox="754 1771 1209 1933">Not necessarily growth as e.g. market share could increase because of successful promotion without growth</td> <td data-bbox="1209 1771 1321 1933">0</td> </tr> </tbody> </table>	Point	Knowledge	Marks	C	Example or some other way of showing good understanding – by means of opening new branches, shops, factories. Contrasts with external (takeovers, mergers etc.)	1	B	From within – organic	1	A	Expansion of a firm/business.	1	Exemplar	Rationale	Marks	Increase of the business scale (A), from within (B), does not involve external parties such as mergers (C)	All three elements	3	Expansion of a business, from within, which can be slow when compared with external growth through a merger	All three elements	3	Expansion of a business, from within, which requires investment to open new branches	All three elements	3	Expansion of a business, from within, which can take a long time and requires investment	A and B	2	Slow growth of a business.	B only	1	Expansion of a business	Identified key themes only, no real understanding	1	Increase market share/employees	Not necessarily growth as e.g. market share could increase because of successful promotion without growth	0	3
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2(b)(i)	<p>Refer to Table 2.1. Calculate the forecast profit margin for year one.</p> <table border="1" data-bbox="304 315 1054 640"> <thead> <tr> <th>Rationale</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Correct answer (with or without formula or %)</td> <td>3</td> </tr> <tr> <td>Correct calculation of profit</td> <td>2</td> </tr> <tr> <td>Correct formula</td> <td>1</td> </tr> <tr> <td>No credible content</td> <td>0</td> </tr> </tbody> </table> $\frac{\text{profit}}{\text{sales revenue}} \times 100$ <p>Profit = 110 – (50+20) = 40</p> $\frac{40}{110}$ <p>= 36.36% allow 36, 36.3, 36.4 (3)</p> <p>Common answers</p> <table border="1" data-bbox="304 1099 1214 1491"> <thead> <tr> <th>Answer</th> <th>Mark</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>36.3%</td> <td>3</td> <td>Correct answer</td> </tr> <tr> <td>110-70 = 40</td> <td>2</td> <td>Correct calculation of profit</td> </tr> <tr> <td>40/110</td> <td>2</td> <td>Correct calculation of profit</td> </tr> <tr> <td>Profit/sales revenue × 100</td> <td>1</td> <td>Correct formula</td> </tr> <tr> <td>Profit/sales revenue</td> <td>0</td> <td>Incorrect formula (no × 100)</td> </tr> </tbody> </table>	Rationale	Marks	Correct answer (with or without formula or %)	3	Correct calculation of profit	2	Correct formula	1	No credible content	0	Answer	Mark	Rationale	36.3%	3	Correct answer	110-70 = 40	2	Correct calculation of profit	40/110	2	Correct calculation of profit	Profit/sales revenue × 100	1	Correct formula	Profit/sales revenue	0	Incorrect formula (no × 100)	3
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Question	Answer		Marks											
2(b)(ii)	Explain <u>one</u> method MW could use to improve its cash flow.		3											
Level	Knowledge and Application	Marks												
2 (APP)	Explanation of one method to improve cash flow <i>in context</i>	3												
1b (K+K)	Explanation of one method to improve cash flow	2												
1a (K)	Identification of one method to improve cash flow	1												
0	No creditable content	0												
<ul style="list-style-type: none"> • Reducing costs – to reduce outflow • Increasing revenue – to increase inflow • Bank overdraft • Debt factoring <p>Context is likely to come from:</p> <ul style="list-style-type: none"> • The time between booking and receiving revenue • Higher costs due to inefficiency in systems • Take a deposit at the time of booking <p>ARA</p> <table border="1" data-bbox="288 1126 1337 1462"> <thead> <tr> <th data-bbox="288 1126 874 1193">Exemplar</th> <th data-bbox="874 1126 991 1193">Mark</th> <th data-bbox="991 1126 1337 1193">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 1193 874 1294">Take a deposit at the time of booking a move to increase revenue</td> <td data-bbox="874 1193 991 1294">3</td> <td data-bbox="991 1193 1337 1294">Explanation in context</td> </tr> <tr> <td data-bbox="288 1294 874 1395">Reduce costs by finding a cheaper supplier</td> <td data-bbox="874 1294 991 1395">2</td> <td data-bbox="991 1294 1337 1395">Explanation of method</td> </tr> <tr> <td data-bbox="288 1395 874 1462">Get a bank overdraft</td> <td data-bbox="874 1395 991 1462">1</td> <td data-bbox="991 1395 1337 1462">Identification only</td> </tr> </tbody> </table>				Exemplar	Mark	Rationale	Take a deposit at the time of booking a move to increase revenue	3	Explanation in context	Reduce costs by finding a cheaper supplier	2	Explanation of method	Get a bank overdraft	1
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Question	Answer						Marks
2(c)	Analyse <u>two</u> benefits to MW of introducing process innovation to update its information systems.						8
Level	Knowledge and application	Annotation	Marks	Analysis	Marks		
2	Understanding of two benefits of process innovation <i>in context</i>	APP + APP	4	Developed analysis of two benefits of process innovation <i>in context</i>	4	DEV + DEV	
	Understanding of one benefit of process innovation <i>in context</i>	APP	3	Developed analysis of one benefit of process innovation <i>in context</i>	3	DEV	
1	Knowledge of two benefits of process innovation	K + K	2	Limited analysis of two benefits of process innovation	2	AN + AN	
	Knowledge of one benefit of process innovation	K	1	Limited analysis of one benefit of process innovation	1	AN	
0	No creditable content				0		
<p>ARA</p> <p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Information – keep up-to-date, • Time saved • Increase cash flow • Reduce costs • Increase quality • Increase efficiency • Ease of access to information <p>AO2 Application</p> <ul style="list-style-type: none"> • Wants to achieve internal growth • Many locations in country Q • Successful business • Growth affecting cash flow 							

Question	Answer	Marks
2(c)	<ul style="list-style-type: none">• Want to locate to other countries• Want to achieve cost savings• Current system uncoordinated• Use paper customer records• 3 different computer-based systems• Records not kept up to date• Need to improve cash flow <p>AO3 Analysis</p> <ul style="list-style-type: none">• Information – keep up-to-date, easier to co-ordinate• Time saved – quickly find the correct information• Increase cash flow – Decrease the time between booking and receiving revenue• Reduce costs – improve profit/help fund expansion	

Question	Answer					Marks
2(d)	Evaluate the factors that John needs to consider before opening the new location in country P.					11
Knowledge and Application (4 marks)		Annotation	Marks	Analysis and Evaluation (7 marks)	Marks	Annotation
				A justified judgement on the importance of each factor	7	EVAL + EVAL + EVAL
				A judgement on the importance of each factor	6	EVAL + EVAL
				An evaluation statement of the given arguments of two factors in context	5	EVAL
Understanding of two factors <i>in context</i>	APP + APP	4	Developed analysis of two or more factors in context	4	DEV + DEV	
Understanding of one factor <i>in context</i>	APP	3	Developed analysis of one factor in context	3	DEV	
Knowledge of two factors	K + K	2	Limited analysis of two factors	2	AN + AN	
Knowledge of one factor	K	1	Limited analysis of one factor	1	AN	
No creditable comment				0		
<p>Indicative content</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Language barriers, • Costs, • Opportunities, • Competition, • Available resources • Infrastructure • Communication 						

Question	Answer	Marks
2(d)	<p>AO2 Application</p> <ul style="list-style-type: none"> • Growth in housing demand in other countries. • Business successful in the past • Decline in sales in country Q • Fewer people moving in country Q • Each city location made a loss last year • Requires good transport infrastructure • Tracking vehicles requires a good communication system <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Expensive to set up operations in another country, can MW afford it? • Might be a competitive market so hard to break into • Might be legal barriers such as licence requirements • Will require employees in the new country adding to expense • Important to consider culture of new country – will it be a good fit for MW? <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • Inefficient operation – should they expand internationally if own business inefficient • Will need to spend a lot on infrastructure in another country, can they afford it if made losses last year • Inefficient systems could be a major issue when trying to coordinate internationally • But declining market in country Q • Need to research carefully before making a decision • Will take a long time to establish <p>ARA</p>	